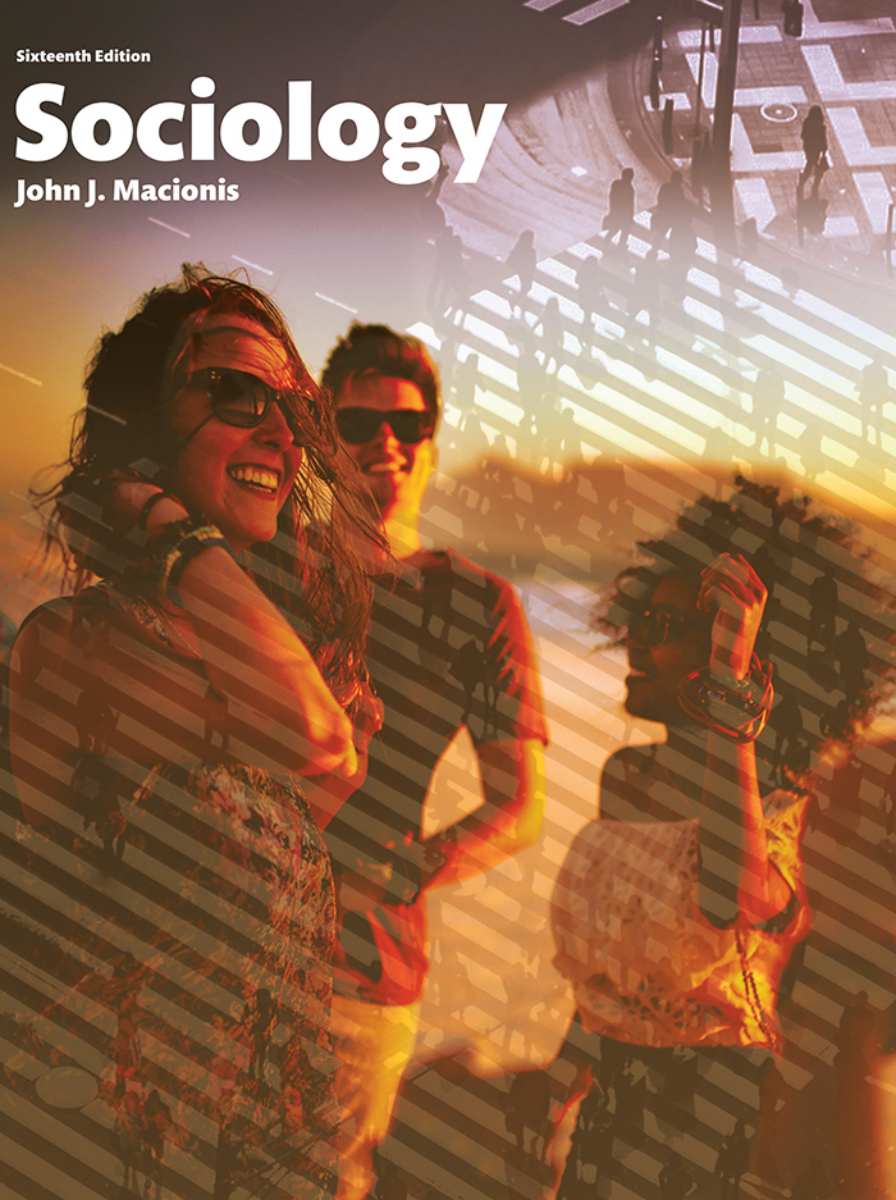


Sixteenth Edition

Sociology

John J. Macionis





This book is offered to teachers of sociology in the hope that it will help our students understand their place in today's society and in tomorrow's world.

John J. Macdonis

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Sixteenth Edition

John J. Macionis

Kenyon College

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Is What We Read in the Mass Media True? The Case of Extramarital Sex

Gender and Language: “You Just Don’t Understand!”

Deviant Subculture: Has It Become OK to Break the Rules?

When Class Gets Personal: Picking (with) Your Friends
As CEOs Get Richer, the Great Mansions Return

“Happy Poverty” in India: Making Sense of a Strange Idea
Does Race Affect Intelligence?

Back to Work! Will We Ever Get to Retire?

Who’s Minding the Kids?

Should Students Pray in School?

Tracking Change: Is Life in the United States Getting Better or Worse?

THINKING ABOUT DIVERSITY: RACE, CLASS, AND GENDER

The Importance of Gender in Research

The Development of Self among High School Students

A Third Gender: The *Muxes* of Mexico

Gender Today: Are *Men* Being Left Behind?

Women in the Mills of Lowell, Massachusetts

Gender and Eating Disorders: A Report from Fiji

Where Are the Girls? China’s One-Child Policy

CONTROVERSY & DEBATE

Can People Lie with Statistics

The Bell Curve Debate: Are Rich People Really Smarter?

The Market: Does the “Invisible Hand” Lift Us Up or Pick Our Pockets?

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The Global Village: A Social Snapshot of Our World

The United States and Canada: How Do These National Cultures Differ?

Can Too Many Be Too Old? A Report from Japan

Want Equality and Freedom? Try Denmark

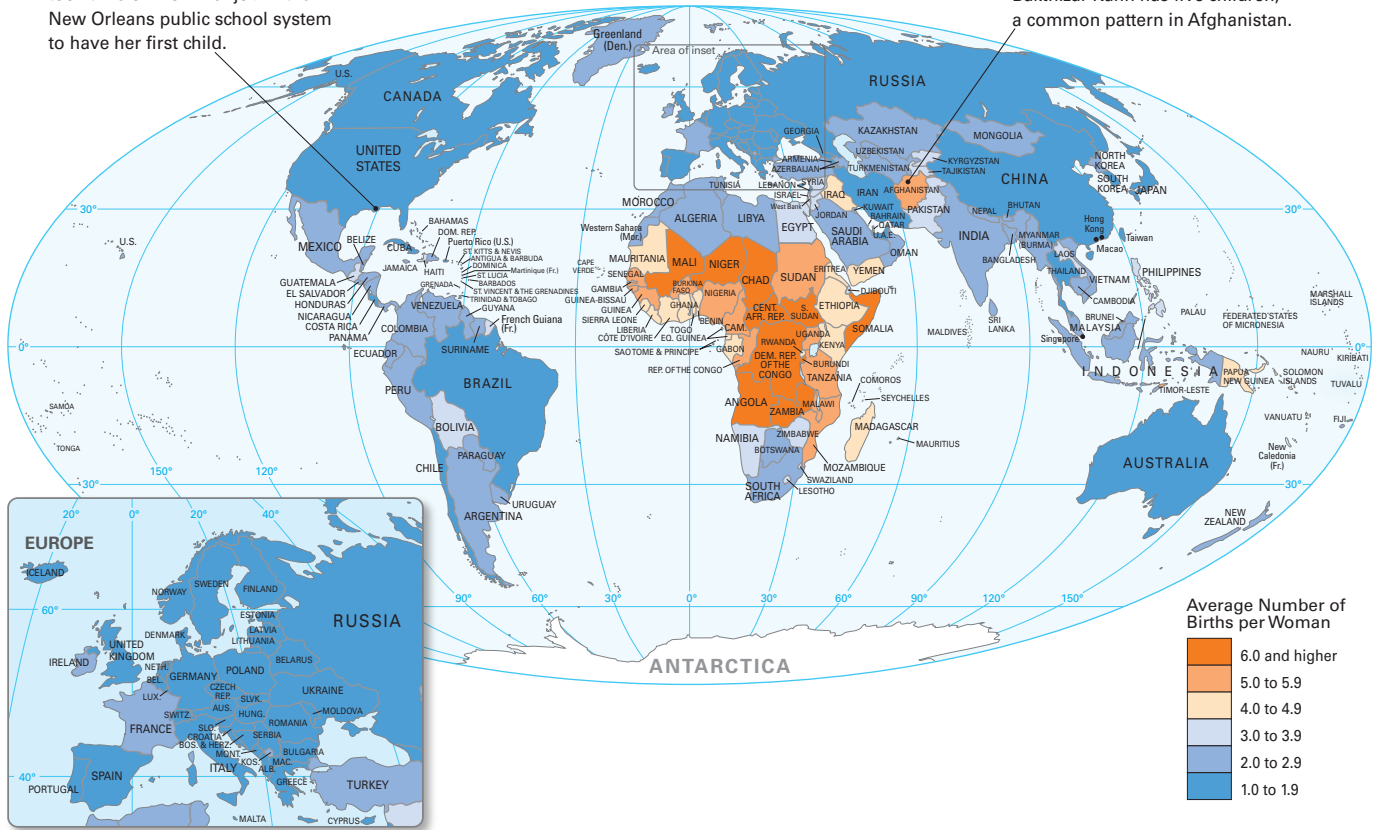
“Soft Authoritarianism” or Planned Prosperity? A Report from Singapore

Early to Wed: A Report from Rural India

Maps

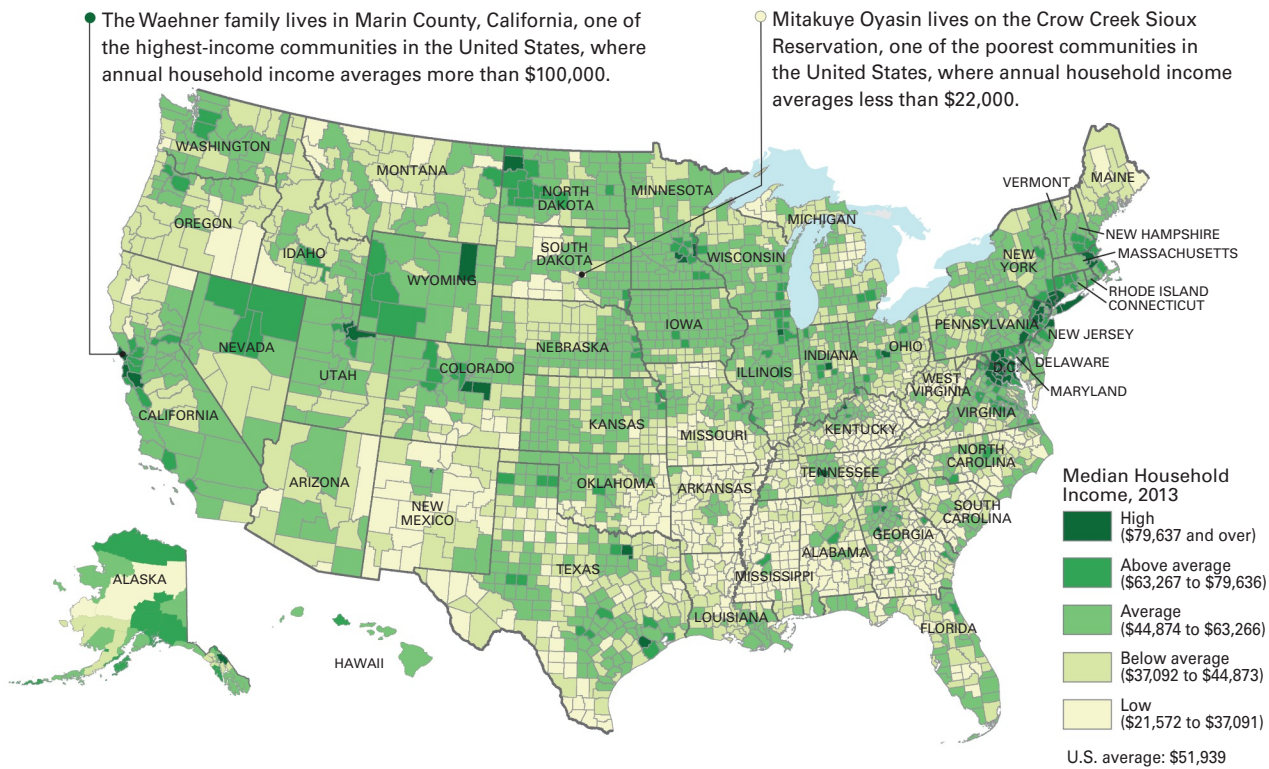
● Cindy Rucker, 29 years old, recently took time off from her job in the New Orleans public school system to have her first child.

● Although she is only 28 years old, Baktizhar Kahn has five children, a common pattern in Afghanistan.



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Preface

Our world challenges us like never before. Even as the economy climbs out of recession, unemployment remains high and the economic future is uncertain here in the United States and around the world. For decades, income inequality in our society has steadily increased, just as it is increasing for the world as a whole. There is a lot of anger about how our national leaders in Washington are doing—or not doing—their jobs. Technological disasters of our own making threaten the natural environment, and patterns of extreme weather only add to the mounting evidence of global warming.

Perhaps no one should be surprised to read polls that tell us most people are anxious about their economic future, unhappy with our political system, and worried about the state of the planet. Many of us simply feel overwhelmed, as if we were up against forces we can barely understand—much less control.

That's where sociology comes in. For more than 150 years, sociologists have been working to better understand how society operates. We sociologists may not have all the answers, but we have learned quite a lot that we can share with you. A beginning course in sociology is your introduction to the fascinating and very useful study of the social world. After all, we all have a stake in understanding our world and doing all we can to improve it.

Sociology, Sixteenth Edition, provides you with comprehensive understanding of how this world works. You will find this book to be informative, engaging, and even entertaining. Before you have finished the first chapter, you will discover that sociology is not only useful—it is also a great deal of fun. *Sociology is a field of study that can change the way you see the world and open the door to many new opportunities.* What could be more exciting than that?

Sociology in REVEL: A Powerful and Interactive Learning Program

Sociology, Sixteenth Edition, places a thorough revision of the discipline's leading textbook at the center of an interactive learning program. As the fully involved author, I have been personally responsible for revising the text, as well as writing the Test Bank and updating the Instructor's Manual. Now, convinced of the ability of technology to transform learning, *I have taken personal responsibility for all the content of the interactive REVEL version of the text.* To ensure the highest level of quality, I have written a series

of interactive Social Explorer map exercises, authored all the questions that assess student learning, and personally selected all the readings and short videos that are keyed to each chapter. I have written both the textbook content and the interactive material with two goals—to set the highest standard of quality for the entire learning program and also to ensure that all parts of this program are linked seamlessly and transparently. Even if you are familiar with previous editions of this text, please do your students the favor of reviewing all that is new with *Sociology, Sixteenth Edition*.

Our outstanding learning program has been constructed with care and directed toward both high-quality content and easy and effective operation. Each major section of every chapter has a purpose, which is stated simply in the form of a **Learning Objective**. All the learning objectives are listed on the first page of each chapter; they guide students through their reading of the chapter, and they appear again as the organizing structure of the **Making the Grade** summary at the chapter's end. These learning objectives also involve a range of cognitive abilities. Some sections of the text focus on more basic cognitive skills—such as *remembering* the definitions of key concepts and *understanding* ideas to the point of being able to explain them in one's own words—while others ask students to *compare* and *contrast* theories and *apply* them to specific topics. In addition, questions throughout the text provide students with opportunities to engage in *discovery*, *analysis*, and *evaluation*. The **Social Explorer exercises**, found in REVEL, for example, give students the opportunity to analyze social patterns presented in colorful and interactive maps and to explore their own questions and reach their own conclusions. The **Sociology in Focus** blog gives readers the chance to evaluate many of the most current debates and controversies as they read frequent postings by a team of young and engaging sociologists.

We also strive to get students writing. First, students will consistently encounter **Journal Prompts** throughout each chapter, where they're encouraged to write a response to a short answer question applying what they've just learned. A **Shared Discussion** question at the end of each chapter asks students to respond to a question and see responses from their peers on the same question. These discussions—which include moderation tools and must first be enabled by the instructor—offer students an opportunity to interact with each other in the context of their reading. Finally, I've also written a more comprehensive **Seeing Sociology in Your Everyday Life** essay, which

serves as the inspiration for a Writing Space activity in REVEL. These essays show the “everyday life” relevance of sociology by explaining how the material in the chapter can empower students in their personal and professional lives.

Writing Space is the best way to develop and assess concept mastery and critical thinking through writing. Writing Space provides a single place within REVEL to create, track, and grade writing assignments, access writing resources, and exchange meaningful, personalized feedback quickly and easily to improve results. For students, Writing Space provides everything they need to keep up with writing assignments, access assignment guides and checklists, write or upload completed assignments, and receive grades and feedback—all in one convenient place. For educators, Writing Space makes assigning, receiving, and evaluating writing assignments easier. It’s simple to create new assignments and upload relevant materials, see student progress, and receive alerts when students submit work. Writing Space makes student work more focused and effective with customized grading rubrics they can see and personalized feedback. Writing Space can also check students’ work for improper citation or plagiarism by comparing it against the world’s most accurate text comparison database available from Turnitin.

Finally, another key part of the REVEL content is our video program—the **Core Concept Video Series**. This is a series of 126 short videos that fall into six categories.

- In *The Big Picture* videos, sociologist Jodie Lawston provides an introductory overview of the text chapter.
- *The Basics* videos present a review of the most important concepts for each core topic in the course, using an animated, whiteboard format.
- *Sociology on the Job* videos, created by Professor Tracy Xavia Karner, connect the content of each chapter to the world of work and careers.
- *Sociology in Focus* videos feature a sociological perspective on today’s popular culture.
- *Social Inequalities* videos, featuring Lester Andrist, introduce notable sociologists who highlight their own research emphasizing the importance of inequality based on race, class, and gender.
- *Thinking Like a Sociologist* videos introduce students to examples and issues using data. These friendly videos, drawing from examples in Social Explorer, help build students’ quantitative analysis skills.

This entire library of videos is available to you and to your students as part of the REVEL learning experience. I have selected three videos for each chapter of the text and placed them within the narrative where they are most relevant, ensuring that students encounter the videos at the most appropriate moment in their reading.

REVEL will lift students to a higher level of learning. Our students have grown up in a digital world of on-screen action; now, learning about our society will provide this same dynamic experience. The advantages of REVEL over using a traditional print book are many:

- **REVEL is dynamic.** Print books are fixed and, therefore, flat and motionless. REVEL is active and will become more so over time. Images give way to videos; figures, graphs, and maps become animated “widgets” that can be manipulated.
- **REVEL is interactive.** Print books promote passivity—at best, students read and absorb. By contrast, digital learning encourages our students to make choices, to select pathways, to respond to questions, and to alter outcomes. This is why analysts conclude that digital learning takes students to a higher level of cognitive learning.
- **REVEL is more current.** Digital delivery of content allows me to update critical material, including the latest data on economic inequality and the results of national elections, easily and often.
- **REVEL provides videos and primary-source readings.** For each chapter, I have selected both three short videos and a primary-source reading by a well-respected classical or contemporary sociologist.
- **REVEL makes learning assessment easy.** For each major section of a chapter, I have written five multiple-choice questions. These questions are instantly graded and REVEL provides feedback to the student and reports student performance directly to the instructor. This assessment tells students what they have already learned and identifies material that requires further engagement.

As you might expect, many publishers are “outsourcing” the writing of digital learning materials to various vendors, some of whom are not sociologists. But this is *not* the case with any Macionis titles. I am the key person developing content for REVEL learning, so you can move your students into digital learning confident of the highest quality.

What’s New in This Edition

Here’s a quick summary of the new material found throughout *Sociology, Sixteenth Edition*.

- **Learning Objectives.** Each major section of every chapter begins with a specific Learning Objective. These Learning Objectives have been reorganized and streamlined for this new edition. All Learning Objectives are listed at the beginning of each chapter and they organize the summary at the end of each chapter.

- **Updated Power of Society figures.** If you could teach your students only one thing in the introductory course, what would it be? Probably, most instructors would answer, “to understand the power of society to shape people’s lives.” Each chapter begins with a Power of Society figure that does exactly that—forcing students to give up some of their cultural common sense that points to the importance of “personal choice” by showing them evidence of how society shapes our major life decisions. These figures have been updated for this edition, and the REVEL electronic text provides additional data and analysis of the issue.
- A **new design** makes this edition of the text the cleanest and easiest ever to read. Also, the photo and art programs have been thoroughly reviewed and updated.
- Much more on **social media.** More than ever before, social life revolves around computer-based technology that shapes networks and social movements. The discussion of social media has been expanded and updated throughout the text.
- **More scholarship dealing with race, class, and gender.** Just as this revision focuses on patterns that apply to all of U.S. society, it also highlights dimensions of social difference. This diversity focus includes more analysis of race, class, and gender throughout the text, including new scholarship. Other dimensions of difference include transgender as well as disability issues. “Thinking About Diversity: Race, Class, and Gender” boxed features highlight specific diversity issues, and “Seeing Ourselves” national maps show social patterns in terms of geography, highlighting rural-urban and regional differences.
- This revision has all the **most recent data** on income, wealth, poverty, education, employment, and other important issues. Political developments are also up-to-date, including the mid-2015 U.S. Supreme Court decision that extends legal same-sex marriage throughout the country.

Finally, the REVEL electronic version of *Sociology* is now available with a full package of interactive learning material that expands key themes of the text. These interactive elements include the following types:

- **In Greater Depth.** These items accompany the Power of Society figure that begins each chapter. Each item provides deeper analysis using one or more additional variables to deepen students’ understanding of an issue.
- **A Global Perspective.** These items provide international contrasts. In some cases, they highlight differences between high-income and low-income nations. In other cases, they highlight differences between the United States and other high-income countries.
- **Diversity.** These items expand the focus on race, class, gender, and other dimensions of difference within the U.S. population.
- **Surveys.** These items ask students timely questions about policy and politics. Students are asked what they think, and they are able to assess their own attitudes against those of various populations.
- **Sociology in the Media.** The author suggests short, high-quality videos that are readily available on the Internet and current articles on sociological topics from respected publications.
- **Readings.** Short, primary-source readings by notable sociologists are provided to allow students to engage directly with analysts and researchers.
- **In Review.** Engaging “drag and drop” interactives offer a quick review of the insights gained by applying sociological theories to the issue at hand.

Here is a brief summary of some of the material that is new, chapter by chapter:

Chapter 1: Sociology: Perspective, Theory, and Method

The updated Power of Society figure shows how race, schooling, and age guide people’s choice of marriage partners. The revised chapter highlights the latest on same-sex marriage, including the 2015 U.S. Supreme Court ruling. Find updates on the number of children born to women in nations around the world; the number of high-income, middle-income, and low-income nations; and the changing share of minorities in major sports. As in every chapter, the photography program has been substantially revised and updated, with all captions written by the author.

Chapter 2: Sociological Investigation

The updated Power of Society figure demonstrates how race shapes young men’s odds of going to college or ending up in prison. The revised chapter contains new data on economic inequality, extramarital relationships, and the share of the population that claims to be multiracial. As in every chapter, the REVEL e-text provides numerous interactive learning items, all written by the author.

Chapter 3: Culture

The updated Power of Society figure contrasts high- and low-income nations in popular support for access to abortion. The discussion of cultural values has been revised and expanded. The 2015 terrorist violence in Paris is the center of an expanded discussion of dealing with cultural differences. A new global map shows the percentage of foreign-born people in countries around the world, and a new Global Snapshot shows the use of English, Spanish, and Chinese as first and second languages around the world. The revised chapter has updates on the income and wealth

of the Asian American, Hispanic American, and African American communities, as well as new data on the number of languages spoken as a measure of this country's cultural diversity, the declining number of languages spoken around the world, the extent of global illiteracy, patterns of immigration, the debate over official English, the life goals for people entering college, the latest symbols used in texting language, and the share of all web pages written in English.

Chapter 4: Society

The updated Power of Society figure shows the expanding use of social networking sites over time throughout the U.S. population. The revised chapter has new facts and updates on social media, the extent of computer use, and various other measures of modernity. An increasing amount of popular culture has been incorporated into the discussions of classical theory.

Chapter 5: Socialization

The updated Power of Society figure shows that class guides use of the mass media, documenting that people without a high school diploma spend much more time watching television than people with a college degree. The revised chapter has new discussion of Osagie Obasogie's research on how blind people perceive race. Find the latest on the share of people who claim to be multiracial, time spent watching television and using smartphones, the link between television and violence, and the share of the world's children who work for income.

Chapter 6: Social Interaction in Everyday Life

The updated Power of Society figure shows how age guides the extent of networking using social media. The discussion of reality building addresses how films expand people's awareness of the challenges of living with various disabilities. The revised chapter has updates on use of networking sites by age in the United States, the increasing scope of Facebook and Twitter around the world, the consequences of smartphone technology for everyday life, and expanded discussion of the history of humor.

Chapter 7: Groups and Organizations

The updated Power of Society figure shows how class affects organizational affiliations. The revised chapter has updates on the size and global scope of McDonald's, the increasing extent of Internet use around the world, the social effects of the expansion of Facebook as a global network, the number of political incumbents who won reelection in 2014, and the disproportionate share of managerial positions held by white males. There is expanded coverage of the steady loss of privacy in our social world.

Chapter 8: Sexuality and Society

The updated Power of Society figure tracks the trend toward the acceptance of same-sex marriage over time. There is new discussion of epigenetic theory of sexual orientation and also new discussion of the high risk of suicide among transgender people. Find updates on laws regulating marriage between first cousins, the 2015 Supreme Court ruling legalizing same-sex marriage, the latest data on the share of high school students who report having had sexual intercourse, the latest research on sexual attraction and sexual identity, the extent of rape and "acquaintance rape" across the United States, and the size of the lesbian, gay, bisexual, and transgender (LGBT) community.

Chapter 9: Deviance

The updated Power of Society figure shows how race places some categories of the U.S. population at much higher risk of being incarcerated for a drug offense. Find the latest statistical information on the extent of legal gambling across the United States; the increasing extent of legal "medical marijuana" use; recent research on the cost of incarceration; the share of white-collar criminals who end up in jail; mining deaths as a reflection of corporate crime; and the number of serious crimes recorded for 2013. There is analysis of patterns of arrest for "person crimes" and "property crimes" by age, sex, race, and ethnicity for 2013. Attention is also given to the decreasing gender gap in crime rates. The chapter reports the number of police in the United States and the number of people in prison; it provides a statistically based exploration of the use of the death penalty and highlights recent legal changes to capital punishment laws. Finally, there is greater attention to the increasing number of people who are incarcerated in the United States.

Chapter 10: Social Stratification

The updated Power of Society figure compares two communities in Florida—one affluent and one economically struggling—and finds striking effects of class on life expectancy. The revised chapter has numerous updates on social inequality in Russia, China, and South Africa, and on the extent of economic inequality in selected nations around the world. The Seeing Sociology in Everyday Life photo essay has been refreshed.

Chapter 11: Social Class in the United States

The updated Power of Society figure shows how race and ethnicity set the odds that a child in the United States will live in poverty. The revised chapter has the latest data for all measures of economic inequality in the United States, including income and wealth, the economic assets of the richest U.S. families, and the educational achievement of various categories of the population. The chapter has the most recent trends in pay for Wall Street executives and

also new data showing that the recent recession has reduced average family wealth. New data show the racial gap in home ownership, the odds of completing a four-year college degree for people at various class levels, and the extent of poverty in the United States. There is updated discussion of the American dream in an age of economic recession as well as the increasing social segregation experienced by low-income families. There are 2013 data on the extent of poverty, the number of working poor, changes in the minimum wage, the rise in income inequality, and how poverty interacts with age, sex, race, and ethnicity. There are new data on economic mobility as well as the extent of homelessness.

Chapter 12: Global Stratification

The updated Power of Society figure shows how the nation into which a person is born sets the odds of surviving to the age of five. The chapter has updates on declining infant mortality in the world; garment factory work in Bangladesh; the distribution of income and wealth and the number of people in the world who are poor; the average income for the world as a whole; the number and updated social profile of nations at different levels of development; the latest UN data on quality of life in various regions of the world; and the latest data on global debt. Recent data illuminate economic trends in various regions of the world and confirm the increasing economic gap between the highest- and lowest-income nations. There are updates on wealth and well-being in selected nations at each level of economic development. Finally, find updated discussion of the extent of slavery in the world.

Chapter 13: Gender Stratification

The updated Power of Society figure shows how gender shapes people's goals and ambitions. The revised chapter describes the first woman to pitch a winning game in the Little League World Series. Find updates on life expectancy for U.S. women and men; the share of degrees earned by each sex in various fields of study; the share of U.S. women and men in the labor force, the share working full time, and the share in many sex-typed occupations; the share of large corporations with women in leadership positions; the number of small businesses owned by women; unemployment rates for women and men; and the latest data on income and wealth by gender. Find the latest global rankings of nations in terms of gender equality. There are also new data on the highest-paid women and men in entertainment as well as the share of the richest people in the country who are women. There are the most recent statistics on women in political leadership positions reflecting the 2014 elections, the latest data on women in the military, and updated discussion of violence against women and men. The coverage of intersection theory reflects the most recent income data.

Chapter 14: Race and Ethnicity

The updated Power of Society figure shows how race and ethnicity influence voting preferences and demonstrates that Democratic candidates enjoy strong support among minority communities. The revised chapter adds Osagie Obasogie's recent research on the meaning of race to people who have been blind since birth. Find updates on the share and size of all racial and ethnic categories of the U.S. population; the share of households in which members speak a language other than English at home; the share of U.S. marriages that are interracial; the number of American Indian and Alaskan Native nations and tribal groups; and the income levels and poverty rates, extent of schooling, and average age for all major racial and ethnic categories of the U.S. population. New research using the social distance scale has been included showing a long-term increase in tolerance among college students. The chapter now includes discussion of controversial police violence against African Americans, including the 2014 killing of Michael Brown in Ferguson, Missouri. New discussion highlights trends including the increasing share of American Indians who claim to be of mixed racial background and the increasing share of African Americans who are within the middle class.

Chapter 15: Aging and the Elderly

The revised Power of Society figure shows how gender shapes the process of caregiving for older people in the United States. The chapter has new data on the share of U.S. adults without any retirement savings, the latest on life expectancy and the gradual "graying" of the U.S. population, and the effect of class and race on how elderly people assess their health. Included are the latest figures on the income, wealth, and poverty rates of people in various age categories throughout the life course. There is also updated discussion of who provides care for aging parents, the extent of elder abuse, and the extent of physician-assisted suicide.

Chapter 16: The Economy and Work

The updated Power of Society figure demonstrates how race and ethnicity guide the type of work people do. The revised chapter has updates on the increasing size of Walmart; the share of economic output in the private and public sectors for the United States and for other nations; the share of the U.S. population by race and ethnicity in the labor force; and the latest on the share of public and private sector workers in a union as well as the recent political conflict between several states and public service unions. There is updated discussion of the debate concerning "right-to-work" laws and an updated National Map shows which states have—and have not—enacted such laws. There are new data indicating the share of women and men who

are self-employed. The discussion of unemployment now points out the increasing problem of extended unemployment with updated discussion of the “jobless recovery.”

Chapter 17: Politics and Government

The updated Power of Society figure shows the effect of age on voting preferences, revealing that people under the age of thirty were critical to the outcome of the 2012 presidential election. There is updated discussion and analysis of the changing political landscape in the Middle East, including the war in Syria that has resulted in millions of refugees seeking protection in neighboring countries and in Europe. The revised chapter has updates on the number of people employed in government; the cost of operating the government; voter turnout and voter preferences involving race, ethnicity, and gender in the 2012 and 2014 elections; the number of lobbyists and political action committees in the country; the latest on the number of people barred from voting based on a criminal conviction; recent political trends involving college students; new data on the declining level of political freedom in the world; the latest data on the extent of terrorism and casualties resulting from such conflict; the latest nuclear disarmament negotiations, recent changes in nuclear proliferation, and changing support for Strategic Defense Initiative (SDI) as a peacekeeping policy; and the latest data on global and U.S. military spending as well as expanding opportunities for women in the U.S. military. There is new discussion of the growing importance of income inequality as an issue in the 2016 presidential campaign, and updated discussion of the importance of “swing states” and how the Electoral College may discourage voter turnout in most states.

Chapter 18: Families

The updated Power of Society figure shows the effect of class on the likelihood that marriage will endure, documenting longer-term marriages among more socially privileged people and shorter-term marriages among disadvantaged people. There is updated discussion of the importance of grandparents in the process of childrearing, the experience of loneliness and families in later life, and the trend of moving in with relatives as a strategy to cut living expenses during the current recession. An updated National Map shows the divorce rate for states across the country. The revised chapter has updates on the number of U.S. households and families; the share of young women in low-income countries who marry before the age of eighteen; the cost of raising a child for parents at various class levels; the share of youngsters in the United States who are “latchkey kids”; the income gap that separates Hispanic and African American families from non-Hispanic white families; the rising average age at first marriage; the incidence of court-ordered child support and the frequency

of nonpayment; and the rate of domestic violence against women and also children. Data for 2015 show the number of nations that permit same-sex marriage and recent political change in this country leading up to the 2015 Supreme Court decision guaranteeing the right to same-sex marriage. There are also new data showing the increasing share of U.S. adults living alone, the child care arrangements for working mothers with young children, and the relative frequency of various types of interracial marriage.

Chapter 19: Religion

The updated Power of Society figure shows how religious affiliation—or the lack of it—is linked to traditional or progressive family values. The revised chapter has updates on the populations identifying with all world religions. The latest data show the extent of religious belief in the United States as well as the share of people favoring various denominations. There is updated discussion of a trend away from religious affiliation among young people and more discussion of Islam in the United States. There is expanded discussion of the increasing share of seminary students who are women as well as the secularization debate. There is updated discussion of the use of electronic media to share religious ideas.

Chapter 20: Education

The updated Power of Society figure shows the importance of race and ethnicity in shaping the opportunity to attend college. The revised chapter has new global data showing the relative academic performance of U.S. children, comparing them to children in Japan and other nations. There are updated statistical profiles of schooling in India, Japan, and other countries. New data identify the share of U.S. adults who have completed high school and college, how income affects access to higher education, and how a college education is linked to earnings later on. There are new statistics on the number of colleges and universities in the United States as well as the financial costs of attending them. The latest data guide discussion of community colleges in the United States and the diverse student body they enroll. The revised chapter includes the latest trends in dropping out of high school, performance on the SAT, high school grade inflation, and the spread of charter and magnet schools. A new report from the National Center for Education Statistics documents modest improvements in U.S. public schools over the last two decades. Find the latest data on the gender imbalance on U.S. college and university campuses.

Chapter 21: Health and Medicine

The updated Power of Society figure documents a key health trend—the increasing rate of obesity among all categories of the U.S. population. The revised chapter has

updated discussion of prejudice against people based on body weight. There are updates on global patterns of health including improvements in the well-being of young children, the rate of cigarette smoking, the use of smokeless tobacco, and the frequency of illness resulting from tobacco use. The revised chapter has new discussion of how gender shapes patterns involving eating disorders, the latest patterns involving AIDS and other sexually transmitted diseases, the link between impoverished living conditions and lack of medical care demonstrated by the recent Ebola crisis, and the ongoing debate involving euthanasia. The revised chapter reports that the government now pays for most health care in the United States and also explains how people pay the rest of their medical bills.

Chapter 22: Population, Urbanization, and Environment

The updated Power of Society figure shows that concern for environmental issues, while typically greater in high-income nations than in low-income nations, remains low in the United States. A new opening describes debate over global warming and changing weather patterns. The chapter has the most recent data on the size of the U.S. population as well as fertility and mortality rates for the United States and for various world regions, new data for infant mortality and life expectancy, new global population projections, and updated coverage of trends in urbanization. Find the latest data on the racial and ethnic populations of the nation's largest cities. A new section gives expanded coverage of social life in rural places. New discussions highlight urbanization in low-income regions of the world, changes in water consumption, and the declining size of the planet's rain forests.

Chapter 23: Collective Behavior and Social Movements

The updated Power of Society figure shows in which nations people are more or less likely to engage in public demonstrations. The revised chapter illustrates important ideas with current debates such as the share of political campaign ads that are deceptive, the ongoing conflict in Syria, and efforts in the United States to remove the Confederate flag from the South Carolina capitol building. The revised chapter highlights recent social movements such as the Black Lives Matter political movement that sprang up in response to police violence against African American men. Find data illustrating the increasing importance of the Internet as a source of information about elections and other political events as well as the latest data on the share of college students who report being politically active.

Chapter 24: Social Change: Traditional, Modern, and Postmodern Societies

The updated Power of Society figure identifies nations in which people look more favorably—and less favorably—on scientific advances. The revised chapter has updates on life

expectancy and other demographic changes to U.S. society. The discussion assessing social life in the United States has been reframed by the latest data on the well-being of the U.S. population, identifying trends that are positive and others that are troubling.

Supplements for the Instructor

INSTRUCTOR'S MANUAL WITH TEST BANK (0-13-415792-3) This learning program offers an Instructor's Manual that will be of interest even to those who have never chosen to use one before. The manual—now revised by John Macionis—goes well beyond the expected detailed chapter outlines and discussion questions to provide summaries of important current events and trends, recent articles from *Teaching Sociology* that are relevant to classroom discussions, suggestions for classroom activities, and supplemental lecture material for every chapter of the text. In addition, this edition of the Instructor's Manual contains a great deal of information to help instructors better integrate the wide array of media assets found in REVEL within their course content.

The Test Bank—again, written by the author—reflects the material in the text—both in content and in language—far better than the testing file available with any other introductory sociology textbook. The file contains more than 100 items per chapter—in multiple-choice, true/false, and essay formats. For all of the questions, the correct answer is provided, as well as the Bloom's level of cognitive reasoning the question requires of the student, the learning objective that the question tests, and the difficulty level.

MYTEST (0-13-415799-0) This online, computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions, and to add new questions. Other special features of this program include random generation of test questions, creation of alternative versions of the same test, scrambling question sequence, and test preview before printing.

POWERPOINT® LECTURE SLIDES (0-13-415786-9) These PowerPoint slides combine graphics and text in a colorful format to help you convey sociological principles in a visual and engaging way. Each chapter of the textbook has between fifteen and twenty-five slides that effectively communicate the key concepts in that chapter. Also available are PowerPoint slides that contain only the chapter outline, for instructors who wish to build their own unique set of slides, and additionally a set of slides that contains only the art and photos within each chapter.

Recognizing Diversity: A Word about Language

This text has a commitment to describe the social diversity of the United States and the world. This promise carries

with it the responsibility to use language thoughtfully. In most cases, the text uses the terms “African American” and “person of color” rather than the word “black.” Similarly, we use the terms “Latino,” “Latina,” and “Hispanic” to refer to people of Spanish descent. Most tables and figures refer to “Hispanics” because this is the term the Census Bureau uses when collecting statistical data about our population.

Students should realize, however, that many individuals do not describe themselves using these terms. Although the word “Hispanic” is commonly used in the eastern part of the United States and “Latino” and the feminine form “Latina” are widely heard in the West, across the United States people of Spanish descent identify with a particular ancestral nation, whether it be Argentina, Mexico, some other Latin American country, or Spain or Portugal in Europe.

The same holds for Asian Americans. Although this term is a useful shorthand in sociological analysis, most people of Asian descent think of themselves in terms of a specific country of origin, say, Japan, the Philippines, Taiwan, or Vietnam.

In this text, the term “Native American” refers to all the inhabitants of the Americas (including Alaska and the Hawaiian Islands) whose ancestors lived here prior to the arrival of Europeans. Here again, however, most people in this broad category identify with their historical society, such as Cherokee, Hopi, Seneca, or Zuni. The term “American Indian” refers to only those Native Americans who live in the continental United States, not including Native peoples living in Alaska or Hawaii.

On a global level, this text avoids the word “American”—which literally designates two continents—to refer to just the United States. For example, referring to this country, the term “the U.S. economy” is more precise than “the American economy.” This convention may seem a small point, but it implies the significant recognition that we in this country represent only one society (albeit a very important one) in the Americas.

In Appreciation

The conventional practice of crediting a book to a single author hides the efforts of dozens of women and men who have helped create *Sociology, Sixteenth Edition*. I offer my

deep and sincere thanks to the Pearson editorial team, including Dickson Musslewhite, vice-president of product development; and Billy Grieco, senior acquisitions editor in sociology, for their steady enthusiasm in the pursuit of both innovation and excellence.

Day-to-day work on the book is shared by various members of the “author team.” Barbara Reilly, principal of Reilly Editorial Services, Inc., is a key member of this group. Indeed, if anyone “sweats the details” as much as I do, it is Barbara! Kimberlee Klesner works closely with me to ensure that all the data in this revision are the very latest available. Kimberlee brings enthusiasm that matches her considerable talents, and I thank her for both.

I want to thank all the members of the Pearson sales staff, the men and women who have represented this text with such confidence and enthusiasm over the years. My hat goes off especially to Tricia Murphy and Brittany Pogue-Mohammed Acosta, who share responsibility for our marketing campaign.

Thanks, also, to Blair Brown and Maria Lange for managing the design, and to Melissa Sacco of Lumina Datamatics and Marianne Peters-Riordan of Pearson Education for managing the production process. Copyediting of the manuscript was skillfully done by Donna Mulder.

It goes without saying that every colleague knows more about a number of topics covered in this book than the author does. For that reason, I am grateful to the hundreds of faculty and the many students who have written to me to offer comments and suggestions. Thank you, one and all, for making a difference!

Finally, I dedicate this sixteenth edition of *Sociology* to Elyse Alexander, a remarkable woman who has agreed to have me as her husband. Elyse’s sharp mind, contagious creativity, and ability to create beauty in her surroundings bring much joy to my life. She is also my partner in the pursuit of change. For all these gifts, I feel profound love and gratitude.

With best wishes to my colleagues and with love to all,



About the Author

John J. Macionis (pronounced “ma-SHOWnis”) has been in the classroom teaching sociology for more than forty years. Born and raised in Philadelphia, Pennsylvania, John earned a bachelor’s degree from Cornell University, majoring in sociology, and then completed a doctorate in sociology from the University of Pennsylvania.

His publications are wide-ranging, focusing on community life in the United States, interpersonal intimacy in families, effective teaching, humor, new information technology, and the importance of global education. In addition to authoring this best-seller, Macionis has also written *Society: The Basics*, the most popular paperback text in the field, now in its fourteenth edition. He collaborates on international editions of the texts: *Sociology: Canadian Edition*; *Society: The Basics, Canadian Edition*; and *Sociology: A Global Introduction*. *Sociology* is also available for high school students and in various foreign-language editions. All the Macionis texts are now available in low-cost electronic editions in the REVEL program. These exciting programs offer an interactive learning experience. Unlike other authors, John takes personal responsibility for writing all electronic content, just as he authors all the supplemental material. John proudly resists the trend toward “outsourcing” such material to non-sociologists.

In addition, Macionis edited the best-selling anthology *Seeing Ourselves: Classic, Contemporary, and Cross-Cultural Readings in Sociology*, also available in a Canadian edition. Macionis and Vincent Parrillo have written the leading urban studies text, *Cities and Urban Life*, soon available in a sixth edition. Macionis is also the author of *Social Problems*, now in its sixth edition and the leading book in this field. The latest on all the Macionis textbooks, as well as information and dozens of Internet links of interest to students and faculty in sociology, are found at the author’s personal website: www.macionis.com or www.TheSociologyPage.com. Follow John on this Facebook author page: John J. Macionis. Additional information and instructor resources are found at the Pearson site: www.pearsonhighered.com

John Macionis recently retired from full-time teaching at Kenyon College in Gambier, Ohio, where he was Professor and Distinguished Scholar of Sociology. During that time, he chaired the Sociology Department, directed the college’s multidisciplinary program in humane studies, presided over the campus senate and the college’s faculty, and taught sociology to thousands of students.



In 2002, the American Sociological Association presented Macionis with the Award for Distinguished Contributions to Teaching, citing his innovative use of global material as well as the introduction of new teaching technology in his textbooks.

Professor Macionis has been active in academic programs in other countries, having traveled to some fifty nations. He writes, “I am an ambitious traveler, eager to learn and, through the texts, to share much of what I discover with students, many of whom know little about the rest of the world. For me, traveling and writing are all dimensions of teaching. First, and foremost, I am a teacher—a passion for teaching animates everything I do.”

At Kenyon, Macionis taught a number of courses, but his favorite classes have been Introduction to Sociology and Social Problems. He continues to enjoy extensive contact with students across the United States and around the world.

John now lives near New York City, and in his free time, he enjoys tennis, swimming, hiking, and playing oldies rock-and-roll. He is an environmental activist in the Lake George region of New York’s Adirondack Mountains, where he works with a number of organizations, including the Lake George Land Conservancy, where he serves as president of the board of trustees.

Professor Macionis welcomes (and responds to) comments and suggestions about this book from faculty and students. Contact him at his Facebook pages or email: macionis@kenyon.edu.

Chapter 1

The Sociological Perspective



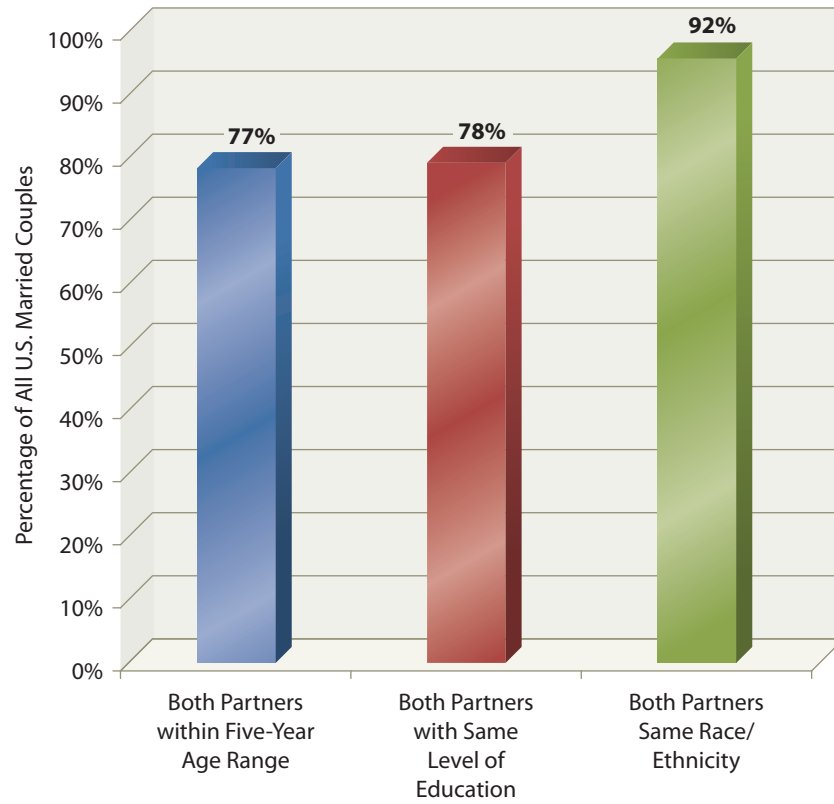
Learning Objectives

- 1.1** Explain how the sociological perspective differs from common sense.
- 1.2** State several reasons that a global perspective is important in today's world.
- 1.3** Identify the advantages of sociological thinking for developing public policy, for encouraging personal growth, and for advancing in a career.
- 1.4** Link the origins of sociology to historical social changes.
- 1.5** Summarize sociology's major theoretical approaches.
- 1.6** Apply sociology's major theoretical approaches to the topic of sports.



The Power of Society

to guide our choices in marriage partners



SOURCE: U.S. Census Bureau (2014).

Do we simply “pick” our marriage partners? In 77 percent of all married couples in the United States, both partners are within five years of age of each other; in 78 percent, both partners have achieved the same level of schooling; and in 92 percent of married couples, both partners are of the same racial or ethnic category. Although we tend to think of love and marriage as very personal matters, it is clear that society guides the process of selecting a spouse.

Chapter Overview

You are about to begin a course that could change your life. Sociology is a new and exciting way of understanding the world around you. It will change what you see and how you think about the world around you, and it may well change how you think about yourself. Chapter 1 of the text introduces the discipline of sociology. The most important skill to gain from this chapter is the ability to use what we call the *sociological perspective*. This chapter also introduces *sociological theory*, which helps you build understanding from what you see using the sociological perspective.

From the moment he first saw Tonya step off the subway train, Dwayne knew she was “the one.” As the two walked up the stairs to the street and entered the building where they were both taking classes, Dwayne tried to get Tonya to stop and talk. At first, she ignored him. But after class, they met again, and she agreed to join him for coffee. That was three months ago. Today, they are engaged to be married.

If you were to ask people in the United States, “Why do couples like Tonya and Dwayne marry?” it is a safe bet that almost everyone would reply, “People marry because they fall in love.” Most of us find it hard to imagine a happy marriage without love; for the same reason, when people fall in love, we expect them to think about getting married.

But is the decision about whom to marry really just a matter of personal feelings? There is plenty of evidence to show that if love is the key to marriage, Cupid’s arrow is carefully aimed by the society around us.

Society has many “rules” about whom we should and should not marry. Up until about a decade ago, all states had laws that ruled out half the population by banning people from marrying someone of the same sex, even if the couple was deeply in love. But there are other rules as well. Sociologists have found that people, especially when they are young, are very likely to marry someone close in age, and people of all ages typically marry others in the same racial category, of similar social class background, of much the same level of education, and with a similar degree of physical attractiveness (Schwartz & Mare, 2005; Schoen & Cheng, 2006; Feng Hou & Myles, 2008; Shafer & Zhenchao, 2010; Shafer, 2013; see Chapter 18, “Families,” for details). People do end up making choices about whom to marry, but society narrows the field long before they do. ■



When it comes to love, the decisions people make do not simply result from the process philosophers call “free will.” Sociology shows us the power of society to guide all our life decisions in much the same way that the seasons influence our choice of clothing.

The Sociological Perspective

1.1 Explain how the sociological perspective differs from common sense.

Sociology is the systematic study of human society. **Society** refers to people who live in a defined territory and share a way of life. At the heart of sociology’s investigation of society is a special point of view called the *sociological perspective*.

Seeing the General in the Particular

One good way to define the **sociological perspective** is *seeing the general in the particular* (Berger, 1963). This definition tells us that sociologists look for general patterns in the behavior of particular people. Although every individual is unique, a society shapes the lives of people in patterned ways that are evident as we discover how various categories (such as children and adults, women and men, the rich and the poor) live very differently. We begin to see the world sociologically by realizing how the general categories into which we fall shape our particular life experiences.

sociology the systematic study of human society

sociological perspective sociology’s special point of view that sees general patterns of society in the lives of particular people



We can easily see the power of society over the individual by imagining how different our lives would be had we been born in place of any of these children from, respectively, Kenya, Ethiopia, Myanmar, Peru, South Korea, and India.

For example, the Power of Society figure shows how the social world guides people to select marriage partners from within their own social categories. This is why the large majority of married couples are about the same age, have similar educational backgrounds, and share the same racial and ethnic identity. What about social class? How does social class position affect what women look for in a spouse? In a classic study of women's hopes for their marriages, Lillian Rubin (1976) found that higher-income women typically expected the men they married to be sensitive to others, to talk readily, and to share feelings and experiences. Lower-income women, she found, had very different expectations and were looking for men who did not drink too much, were not violent, and held steady jobs. Obviously, what women expect in a marriage partner has a lot to do with social class position.

This text explores the power of society to guide our actions, thoughts, and feelings. We may think that marriage results simply from the personal feelings of love. Yet the sociological perspective shows us that factors such as age, schooling, race and ethnicity, sex, and social class guide our selection of a partner. It might be more accurate to think of love as a feeling we have for others who match up with what society teaches us to want in a mate.

Seeing the Strange in the Familiar

At first, using the sociological perspective may seem like *seeing the strange in the familiar*. Consider how you might react if someone were to say to you, "You fit all the right categories, which means you would make a wonderful spouse!" We are used to thinking that people fall in love and decide to marry based on personal feelings. But the sociological perspective reveals the initially strange idea that society shapes what we think and do.

Because we live in an individualistic society, learning to see how society affects us may take a bit of practice. If someone asked you why you "chose" to enroll at your particular college, you might offer one of the following reasons:

"I wanted to stay close to home."

"I got a basketball scholarship."

"With a journalism degree from this university, I can get a good job."

"My girlfriend goes to school here."

"I didn't get into the school I *really* wanted to attend."

Any of these responses may well be true. But do they tell the whole story?

Window on the World

- Cindy Rucker, 29 years old, recently took time off from her job in the New Orleans public school system to have her first child.

- Although she is only 28 years old, Baktizra Kahn has five children, a common pattern in Afghanistan.



Global Map 1-1 Women's Childbearing in Global Perspective

Is childbearing simply a matter of personal choice? A look around the world shows that it is not. In general, women living in poor countries have many more children than women in rich nations. Can you point to some of the reasons for this global disparity? In simple terms, such differences mean that if you had been born into another society (whether you are female or male), your life might be quite different from what it is now.

SOURCES: Data from Population Reference Bureau (2014), Martin et al. (2015).

Thinking sociologically about going to college, it's important to realize that only 7 out of every 100 people in the world have earned a college degree, with the enrollment rate much higher in high-income nations than in poor countries (Barro & Lee, 2010; OECD, 2012; World Bank, 2012). A century ago, even in the United States most people had little or no chance to go to college. Today, enrolling in college is within the reach of far more men and women. But a look around the classroom shows that social forces still have much to do with who ends up on campus. For instance, most U.S. college students are young, generally between eighteen and about thirty. Why? Because our society links college attendance to this period of life. But more than age is involved, because just 42 percent of men and women between eighteen and twenty-four actually end up on campus.

Another factor is cost. Because higher education is so expensive, college students tend to come from families

with above-average incomes. As Chapter 20 ("Education") explains, if you are lucky enough to belong to a family earning more than \$119,000 a year, you are almost 60 percent more likely to go to college than someone whose family earns less than \$28,000. Is it reasonable, in light of these facts, to ignore the power of society and say that attending college is simply a matter of personal choice?

Seeing Society in Our Everyday Lives

Another way to appreciate the power of society is to consider the number of children women have. As shown in Global Map 1-1, the average woman in the United States has about two children during her lifetime. In the Philippines, however, the average is about three; in Guatemala, about four; in Afghanistan, five; in Uganda, six; and in Niger, the average woman has more than seven children (Population Reference Bureau, 2014).

Diversity Snapshot

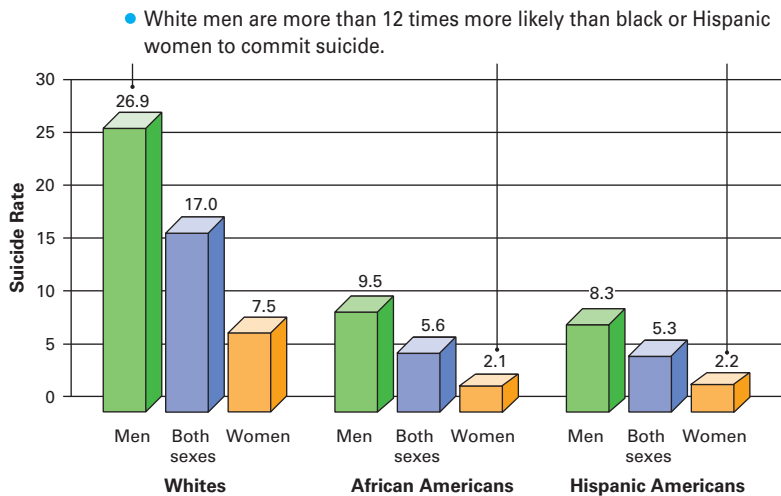


Figure 1–1 Rate of Death by Suicide, by Race and Sex, for the United States

Suicide rates are higher for white people than they are for black people and Hispanic people. Within each category, suicide rates are higher for men than for women. Rates indicate the number of deaths by suicide for every 100,000 people in each category for 2013.

SOURCE: Centers for Disease Control and Prevention (2014).

What accounts for these striking differences? Because poor countries provide women with less schooling and fewer economic opportunities, women’s lives are centered in the home; such women also have less access to contraception. Clearly, society has much to do with the decisions women and men make about childbearing.

Another illustration of the power of society to shape even our most private choices comes from the study of suicide. What could be a more personal choice than the decision to end your own life? But Emile Durkheim (1858–1917), one of sociology’s pioneers, showed that even here, social forces are at work.

Examining official records in France, his own country, Durkheim found that some categories of people were more likely than others to take their own lives. Men, Protestants, wealthy people, and the unmarried had much higher suicide rates than women, Catholics and Jews, the poor, and married people. Durkheim explained the differences in terms of *social integration*: Categories of people with strong social ties had low suicide rates, and more individualistic categories of people had high suicide rates.

In Durkheim’s time, men had much more freedom than women. But despite its advantages, freedom weakens social ties and thus increases the risk of suicide. Likewise, more individualistic Protestants were more likely to commit suicide than more tradition-bound Catholics and Jews, whose rituals encourage stronger social ties.

The wealthy have much more freedom than the poor, but once again, at the cost of a higher suicide rate.

A century later, Durkheim’s analysis still holds true. Figure 1–1 shows suicide rates for various categories of people in the United States. Keep in mind that suicide is very rare—a rate of 10 suicides for every 100,000 people is about the same as 6 inches in a mile. Even so, we can see some interesting patterns. In 2013, there were 17 recorded suicides for every 100,000 white people, three times the rate for African Americans (5.6) or Hispanics (5.3). For all categories of people, suicide was more common among men than among women. White men (26.9) were more than three times as likely as white women (7.5) to take their own lives. Among African Americans, the rate for men (9.5) was almost five times higher than for women (2.1). Among Hispanics, the rate for men (8.3) was nearly four times higher than the rate for women (2.2) (Centers for Disease Control and Prevention, 2014). Applying Durkheim’s logic, the higher suicide rate among white people and men reflects their greater wealth and freedom, just as the lower rate among women and

African Americans reflects their limited social choices. As Durkheim did a century ago, we can see general patterns in the personal actions of particular individuals.

Seeing Sociologically: Marginality and Crisis

Anyone can learn to see the world using the sociological perspective. But two situations help people see clearly how society shapes individual lives: living on the margins of society and living through a social crisis.

From time to time, everyone feels like an outsider. For some categories of people, however, being an outsider—not part of the dominant group—is an everyday experience. The greater people’s social marginality, the better they are able to use the sociological perspective.

For example, no African American grows up in the United States without understanding the importance of race in shaping people’s lives. Songs by rapper Jay-Z express the anger he feels, not only about the poverty he experienced growing up but also about the many innocent lives lost to violence in a society with great social inequality based on race. His lyrics and those of many similar artists are spread throughout the world by the mass media as statements of how some people of color—especially African Americans living in the inner city—feel that their hopes and dreams are crushed by society. But white people, as the dominant

majority, think less often about race, believing that race affects only people of color and not themselves despite the privileges provided by being white in a multiracial society. All people at the margins of social life, including not just racial minorities but also women, gay people, people with disabilities, and the very old, are aware of social patterns that others rarely think about. To become better at using the sociological perspective, we must step back from our familiar routines and look at our own lives with a new curiosity.

Periods of change or crisis make everyone feel a little off balance, encouraging us to use the sociological perspective. The sociologist C. Wright Mills (1959) illustrated this idea using the Great Depression of the 1930s. As the unemployment rate soared to 25 percent, people who were out of work could not help but see general social forces at work in their particular lives. Rather than saying, “Something must be wrong with me; I can’t find a job,” they took a sociological approach and realized, “The economy has collapsed; there are no jobs to be found!” Mills believed that using what he called the “sociological imagination” in this way helps people understand not only their society but also their own lives, because the two are closely related. The Seeing Sociology in Everyday Life box on page 8 takes a closer look.

Just as social change encourages sociological thinking, sociological thinking can bring about social change. The more we learn about how “the system” operates, the more we may want to change it in some way. Becoming aware of the power of gender, for example, has caused many women and men to try to reduce gender inequality in our society.

The Importance of a Global Perspective

1.2 State several reasons that a global perspective is important in today’s world.

As new information technology draws even the farthest reaches of the planet closer together, many academic disciplines are taking a **global perspective**, *the study of the larger world and our society’s place in it*. What is the importance of a global perspective for sociology?

First, global awareness is a logical extension of the sociological perspective. Sociology shows us that our place in society shapes our life experiences. It stands to reason, then, that the position of our society in the larger world system affects everyone in the United States.

The world’s 194 nations can be divided into three broad categories according to their level of economic development (see Global Map 12–1). **High-income countries** are the *nations with the highest overall standards of living*. The



People with the greatest privileges tend to see individuals as responsible for their own lives. Those at the margins of society, by contrast, are quick to see how race, class, and gender can create disadvantages. The rap artist Jay-Z has given voice to the frustration felt by many African Americans living in this country’s inner cities.

seventy-six countries in this category include the United States and Canada, Argentina, the nations of Western Europe, Israel, Saudi Arabia, Japan, and Australia. Taken together, these nations produce most of the world’s goods and services, and the people who live there own most of the planet’s wealth. Economically speaking, people in these countries are very well off, not because they are smarter or work harder than anyone else but because they were lucky enough to be born in a rich region of the world.

A second category is **middle-income countries**, *nations with a standard of living about average for the world as a whole*. People in any of these seventy nations—many of the countries of Eastern Europe, some of Africa, and almost all of Latin America and Asia—are as likely to live in rural villages as in cities and to walk or ride tractors, scooters, bicycles, or animals as to drive automobiles. On average, they receive eight years of schooling. Most middle-income countries also have considerable social inequality within their own borders, so that some people are extremely rich (members of the business elite in nations across North Africa, for example), but many more lack safe housing and adequate nutrition (people living in the shanty settlements that surround Lima, Peru, or Mumbai, India).

Seeing Sociology in Everyday Life

The Sociological Imagination: Turning Personal Problems into Public Issues

As Mike opened the envelope, he felt the tightness in his chest. The letter he dreaded was in his hands—his job was finished at the end of the day. After eleven years! Years in which he had worked hard, sure that he would move up in the company. All those hopes and dreams were now suddenly gone. Mike felt like a failure. Anger at himself—for not having worked even harder, for having wasted eleven years of his life in what had turned out to be a dead-end job—swelled up inside him.

But as he returned to his workstation to pack his things, Mike soon realized that he was not alone. Almost all his colleagues in the tech support group had received the same letter. Their jobs were moving to India, where the company was able to provide telephone tech support for less than half the cost of employing workers in California.

By the end of the weekend, Mike was sitting in the living room with a dozen other ex-employees. Comparing notes and sharing ideas, they now realized that they were simply a few of the victims of a massive outsourcing of jobs that is part of what analysts call the “globalization of the economy.”

In good times and bad, the power of the sociological perspective lies in making sense of our individual lives. We see that many of our particular problems (and our successes, as well) are not unique to us but are the result of larger social trends. Half a century ago, sociologist C. Wright Mills pointed to the power of what he called the sociological imagination to help us understand everyday events. As he saw it, society—not people’s personal failings—is the main cause of poverty and other social problems. By turning *personal problems* into *public issues*, the sociological imagination also is the key to bringing people together to create needed change.

In this excerpt, Mills (1959:3–5) explains the need for a sociological imagination:*

When society becomes industrialized, a peasant becomes a worker; a feudal lord is liquidated or becomes a businessman. When classes rise or fall, a man is employed or unemployed; when the rate of investment goes up or down, a man takes new heart or goes broke. When wars happen, an insurance salesman becomes a rocket launcher; a store clerk, a radar man; a wife lives alone; a child grows up without a father. Neither the life of an individual nor the history of a society can be understood without understanding both.

Yet men do not usually define the troubles they endure in terms of historical change The well-being they enjoy, they do not usually impute to the big ups and downs of the society in which they live. Seldom aware of the intricate connection between the patterns of their own lives and the course of world history, ordinary men do not usually know what this connection means for the kind of men they are becoming and for the kinds of history-making in which they might take part. They do not possess the quality of mind essential to grasp the interplay of men and society, of biography and history, of self and world

What they need . . . is a quality of mind that will help them [see] what is going on in the world and . . . what may be happening within themselves. It is this quality . . . [that] may be called the sociological imagination.

What Do You Think?

1. As Mills sees it, how are personal troubles different from public issues? Explain this difference in terms of what happened to Mike in the story above.
2. Living in the United States, why do we often blame ourselves for the personal problems we face?
3. How can using the sociological imagination give us the power to change the world?

*In this excerpt, Mills uses “man” and male pronouns to apply to all people. As far as gender was concerned, even this outspoken critic of society reflected the conventional writing practices of his time.

The remaining forty-eight nations of the world are **low-income countries**, *nations with a low standard of living in which most people are poor*. Most of the poorest countries in the world are in Africa, and a few are in Asia. Here again, a few people are very rich, but the majority struggle to get

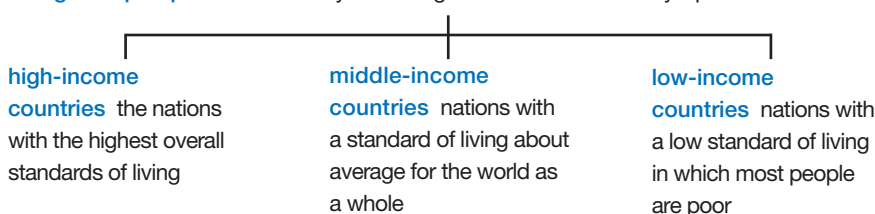
by with poor housing, unsafe water, too little food, and perhaps most serious of all, little chance to improve their lives.

Chapter 12 (“Global Stratification”) explains the causes and consequences of global wealth and poverty. But every chapter of this text makes comparisons between the

United States and other nations for five reasons:

1. **Where we live shapes the lives we lead.** As we saw in Global Map 1–1, women living in rich and poor countries have very different lives, as suggested by the number of children they

global perspective the study of the larger world and our society’s place in it



have. To understand ourselves and appreciate how others live, we must understand something about how countries differ, which is one good reason to pay attention to the global maps found throughout this text.

- 2. Societies throughout the world are increasingly interconnected.** Historically, people in the United States took only passing note of the countries beyond our own borders. In recent decades, however, the United States and the rest of the world have become linked as never before. Electronic technology now transmits sounds, pictures, and written documents around the globe in seconds.

One effect of new technology is that people the world over now share many tastes in food, clothing, and music. Rich countries such as the United States influence other nations, whose people are ever more likely to gobble up our Big Macs and Whoppers, dance to the latest hip-hop music, and speak English.

But the larger world also has an impact on us. We all know the contributions of famous immigrants such as Arnold Schwarzenegger (who came to the United States from Austria) and Gloria Estefan (who came from Cuba). About 1.25 million immigrants enter the United States each year, bringing their skills and talents, along with their fashions and foods, greatly increasing the racial and cultural diversity of this country (Hoefler, Rytina, & Baker, 2012; U.S. Department of Homeland Security, 2014).

- 3. What happens in the rest of the world affects life here in the United States.** Trade across national boundaries has created a global economy. Large corporations make and market goods worldwide. Stock traders in New York pay close attention to the financial markets in Tokyo and Hong Kong even as wheat farmers in Kansas watch the price of grain in the former Soviet republic of Georgia. Because most new jobs in the United States involve international trade, global understanding has never been more important.

In the last several decades, the power and wealth of the United States have been challenged by what some analysts have called “the rise of the rest,” meaning the increasing power and wealth of the rest of the world. As nations such as Brazil, Russia, India, and China have expanded their economic production, many of the manufacturing and office jobs that once supported a large share of the U.S. labor force have moved overseas. One consequence of this trend is that, as the country struggles to climb out of the recent recession, the unemployment rate remains high and may stay high for years to come. As many analysts see it, our current “jobless recovery” is one result of a new global economy that is reshaping societies all around the world (Zakeria, 2008).

- 4. Many social problems that we face in the United States are far more serious elsewhere.** Poverty is a serious problem in the United States, but as Chapter 12 (“Global Stratification”) explains, poverty in Latin America, Africa, and Asia is both more common and more serious. In the same way, although women have lower social standing than men in the United States, gender inequality is much greater in the world’s poor countries.

- 5. Thinking globally helps us learn more about ourselves.** We cannot walk the streets of a distant city without thinking about what it means to live in the United States. Comparing life in various settings also leads to unexpected lessons. For instance, were you to visit a squatter settlement in Chennai, India, you would likely find people thriving in the love and support of family members despite desperate poverty. Why, then, are so many poor people in our own country angry and alone? Are material things—so central to our definition of a “rich” life—the best way to measure human well-being?

In sum, in an increasingly interconnected world, we can understand ourselves only to the extent that we understand others. Sociology is an invitation to learn a new way of looking at the world around us. But is this invitation worth accepting? What are the benefits of applying the sociological perspective?

Applying the Sociological Perspective

1.3 Identify the advantages of sociological thinking for developing public policy, for encouraging personal growth, and for advancing in a career.

Applying the sociological perspective is useful in many ways. First, sociology is at work guiding many of the laws and policies that shape our lives. Second, on an individual level, making use of the sociological perspective leads to important personal growth and expanded awareness. Third, studying sociology is excellent preparation for the world of work.

Sociology and Public Policy

Sociologists have helped shape public policy—the laws and regulations that guide how people in communities live and work—in countless ways, from racial desegregation and school busing to laws regulating divorce. For example, in her study of how divorce affects people’s income, the sociologist Lenore Weitzman (1985, 1996) discovered that women who leave marriages typically experience a dramatic loss of income. Recognizing this fact, many states passed laws that have increased women’s claims to marital